MIDDLEBURY COLLEGE
MIDDLEBURY, VERMONT 05753

15 November 1982

President Olin Robison
Old Chapel
Middlebury College

Dear President Robison,

Here is the report of the Ad Hoc Committee on Minority Concerns. As you requested, we have taken "a retrospective look at the progress that has been made at Middlebury . . . in the recruitment of minority students, the appointment of minority faculty members and the inclusion of material dealing with minority concerns into the curriculum". You will see that we have also examined "those facets of our College life in which we have fallen short of our earlier hopes" and have made recommendations "about the steps we might profitably undertake".

The Committee members graciously spent many more hours on this project than they had been led to expect; the Committee met 25 times as a whole and its three sub-committees met frequently during the final months of our deliberations. They deserve my sincerest thanks and, if I may say so, that of the College. We hope that you will find our Report useful.

For the Committee: Arlinda Ardister, Rudi Haerle, Pat McCormick '84, Leroy Nesbitt '82, Tracey Thompson and Alan Wagman '82, I am,

Yours sincerely,

John Spencer

John Spencer
Chairman

- What is yield from Black weekend?
- Criteria for selecting students for Black weekend

MAY 9 1983

MIDDLEBURY COLLEGE
MIDDLEBURY, VERMONT 05753

Office of the President

May 6, 1983

MEMORANDUM TO THE MIDDLEBURY COLLEGE COMMUNITY

I write to express appreciation to Professor John Spencer and his several colleagues who worked diligently and thoughtfully to produce what has come to be known in the community as the "Twilight Committee Report." Other members of the committee were: Rudolf K. Haerle, Jr., Arlinda Ardister, Tracey Thompson, Patrick McCormick '84, Leroy Nesbitt '82, and Alan Wagman '82. The Committee's report has now been the subject of discussion in student, faculty, and trustee meetings and has provided the vehicle for our community to engage in a period of introspection about a subject of great importance to all of us.

In 1968, following the assassination of Dr. Martin Luther King, Jr., Middlebury College committed itself to an expansion of opportunities for minority education. The purpose of the Twilight Committee Report and the subsequent discussion about it have been to assess our progress over the past fifteen years. In doing so, we have sought to renew the College's commitment to making special efforts to provide educational opportunities for minority students and also to increase the number of minority faculty and administrative staff. In that spirit, the faculty adopted the following motion at its meeting on April 4, 1983:

> "The faculty reaffirms the College's commitment to the education of minority students set out in the 1968 Martin Luther King Committee Report and endorses the Twilight Committee aims of attracting a larger number of minority faculty. The College's Provost shall report to the faculty in March of each year. He shall describe the steps the College has taken to implement the recommendations of the Twilight Committee Report and the progress made during the previous year."

I wish to note here that the Twilight Committee Report was also the subject of discussion by the Board of Trustees at its meetings on March 10-12, 1983. While no formal vote was taken at that time, there was a strong consensus that the College must continue its commitment in this area, and the Board encouraged the President to continue to work with the faculty and other College constituencies in this regard.

Our discussions within the College community of the issues addressed by the Twilight Committee have, in my opinion, been constructive and useful. Most of all, the Committee's report has made it possible for these issues to be engaged in a serious, constructive, and sustained fashion. All of the recommendations in the report have been given careful consideration and many are being implemented. The Admissions Office has begun its recruitment program for the Class of 1988 with the Twilight Committee Report in mind, and we anticipate that adequate financial aid funds will be available for all students who qualify for both admission and aid.

In addition, the College is firmly committed to continuing the Pre-enrollment Program, and those in charge of it are being guided by the proposals in the report. The College also will continue its efforts to recruit minority faculty and staff. How to pursue this objective has been the subject of much discussion. Finally, it is my hope that the Faculty will give serious attention to the curriculum recommendations in the Twilight Report.

It is important for those within the College community and outside of it to know that Middlebury has recommitted itself to the goal of participating fully in our society's efforts to make the very finest educational opportunities available to all of its citizens.

OR:mr

E.W 6.

REPORT OF THE AD HOC COMMITTEE ON MINORITY CONCERNS

(The "Twilight" Committee)

Middlebury College
Middlebury, Vermont

October 1982

TABLE OF CONTENTS

BACKGROUND	1
The Martin Luther King, Jr. Committee	2
Minority Staff	3
Expanded Recruitment and Financial Support of Minority Students	3
Admissions/Financial Aid	4
Special Freshmen Remedial Program in Reading, Writing and Mathematics Skills During the Academic Year	5
Make a Special Effort to Employ Minority Faculty Members	5
Examination of the College Curriculum with particular emphasis on Race, Poverty and the Urban Crisis and the Addition of New Courses where necessary	6
A Summer Remedial Program for Educationally Disadvantaged Freshmen	10
Broader Representation on the Board of Trustees	11
Increased College Participation on specific minority programs	12
Minority Student Life Today	12
RECOMMENDATIONS	15
Minority Student Recruitment and Financial Aid	15
Pre-Enrollment Program	17
Seminar Component	18
Minority Faculty Recruitment	19

Table of Contents, continued

Curriculum	20
American Literature	20
Art	20
Economics	21
French	21
History	21
Music	21
Political Science	21
Psychology	21
Religion	22
Sociology-Anthropology	22
Spanish	22
Theater/Dance/Film	22
Library	22
Minority Student Life	23
Black Student Union (BSU)	23
Minority Alumnae/i	24

"TWILIGHT" COMMITTEE

Report

BACKGROUND

The times that produced the January, 1969 "Martin Luther King, Jr. Committee" Report to President Armstrong were, as it stated, ones of "national crisis". It was an era of campus rebellion, of police truncheons, of surging ghetto crowds, of liberal and moderate white confusion and fear. The murder of Dr. King staggered the academic community, already pushed to troubled self-examination by what appeared to many of its members as senseless, random and ungrateful student attacks. There was much guilty hand-wringing and a rush of quickly cobbled together Afro-American Studies programs at colleges and universities across the country, too many of which were created for political rather than academic reasons.

Another institutional reaction to the troubles of 1968 was more successful and has had significant and long-lasting effects. This was the commitment of colleges and universities to increasing the number of black students and faculty that soon widened to include all minorities.

If the theme of the late 1960s can be called "commitment," one can describe that of the early 1980s as "survival"--against the threat of a declining economy, of a diminishing national position in world affairs, and ultimately, of nuclear extermination. The sense of urgency and appropriateness that surrounded minority programs after Dr. King's death was disappearing. More and more, these programs have had to compete for a dwindling supply of federal and private funds. It took the obscene flickering of a burning cross on a northern New England college campus a few months before this report was commissioned to shock many of us into the realization that we needed to reaffirm our original commitment. Again, there was a spasm of reactions--"Days" were organized--"Against Racism" at one institution and "Of Awareness" at another. Middlebury, however, took a longer look at what has happened.

This review has been a two-year process, beginning in the fall of 1980 when, with the help of the Assistant Dean of Students, representatives of the Black Student Union (BSU) and Student Forum began regular meetings to discuss race relations problems on the Middlebury campus. These sessions grew into a wider examination of the situation by members of the faculty, staff and student body. This group, led by

the Dean of the College, identified a list of specific problems and proposed strategies for change. With the realization that minority students here can experience racism in its most subtle, pervasive form in every facet of campus life, the issue seemed grave enough for it to be presented before the faculty for considerable examination at its September 1, 1981, faculty meeting. There were expressions of surprise, regret, and a desire to improve the quality of life for minority students and to increase racial awareness in the College community. To facilitate this process, President Robison commissioned the "Twilight" Committee (named after Middlebury's first black graduate, Alexander Twilight, Class of 1823) to evaluate our progress toward racial equality since the Martin Luther King, Jr. Report of January 1969, and make appropriate recommendations.

The Martin Luther King, Jr. Committee

At a time of growing anxiety about the future of public and private minority programs, the College can look back on its compliance with the Recommendations of the King Committee with the realization that progress, even if limited, has been made here. As our Recommendations note, more needs to be done; the College is still too "white" in its aims, attitudes, and behavior, but we are far ahead of where we were in the grim year of 1968.

The Recommendations of the King Committee can be summarized in ten points:

1. Appointment of a [minority] person to a high staff position in the College.

2. Expanded efforts to recruit minority students.

3. Increased numbers of "risk" admissions among minority students.

4. Increased financial aid funds for minority students with need.

5. Establishment of a summer remedial education program for minorities.

6. Creation of a year-long special remedial program in reading, writing, and math skills for minority freshmen.

7. Increased recruiting efforts for minority faculty.

8. Examination by appropriate departments of the curricula with the aim of adding courses and materials relating to minority matters to courses already being offered.

9. Insurance that a "wider spectrum of society be represented on the Board of Trustees."

10. Increased College participation in specific minority programs such as A Better Chance (ABC), Youth Opportunities Unlimited (Y.O.U.), and the Post-High School Academy to help students matriculate who might otherwise have been rejected.

Since Middlebury has based its minority policy from 1969 to the present on these Recommendations, it is worth seeing how the College has complied with them.

Minority Staff

Since 1970 there has been a black person involved in student affairs, first as Assistant to the Dean of the College, then as an Assistant and Associate Dean of Students. The success of this position has depended on who has held it. The first full-time minority student adviser was a Middlebury graduate and in the seven years that he held the position, he established the College's minority program largely as it is today.

Expanded Recruitment and Financial Support of Minority Students

The King Committee urged the College to increase its pool of potential minority applicants by expanding its contacts with existing pre-college programs, using Language School alumnae/i and current students as recruiters and paying expenses for visits to Middlebury by prospective minority students.

The number of predominantly minority high schools that the College deals with now is substantially larger than it was at the time of the King Committee's Recommendations, over 100 as opposed to under five. We believe, however, that this still is not enough, and we have recommended that the Admissions staff extend these contacts and use its non-minority members to help do so.

Language School alumnae/i have been used as minority recruiters, but insufficiently. In addition, minority students from the College have visited secondary schools but only on an ad hoc basis. During Winter Term 1982 the President of the BSU worked as a recruiter for the Admissions Office in the Washington, D.C. area. We believe that this should be continued and extended to other cities.

Instead of establishing a fund for minority prospects who want to visit Middlebury, the College has paid the travel expenses of those who attend the Black Cultural Weekend each January. In our opinion, this weekend is more effective than individual visits because the College has been able to organize a varied and interesting program and prospective applicants have had a chance to get to know not only the College but each other. Some have complained that the weekend should be held in the fall when the weather is better and the physical aspects of the College are more attractive. We sympathize with this point of view, but agree with the Admissions Office that not enough minority students can be recruited by late October or early November.

In the fall of 1981 the College started to distribute a minority student pamphlet. The Committee considers this an important recruiting device and, as the Recommendations show, believe that it should be reviewed and updated at least every two years.

Admissions/Financial Aid

The King Committee recommended that the College increase financial aid funds available to minority students with need. We gather that the financial aid that the College offers minority students is as good as, and in some cases better than, its competition. However, we are concerned that the level of funding of minority students may remain the same or even decline as college costs continue to rise. Most of our minority candidates have almost complete financial need. We therefore urge the College to increase the overall financial aid figure to accommodate them. Currently, all minority students the College accepts who apply for financial aid receive it in the form of grants, loans and on-campus jobs. They meet the balance of their comprehensive fee payments with summer earnings and non-College loans. As the comprehensive fee increases annually, there is a growing danger that minority students will be overburdened with loans or other financial obligations, forcing them to get jobs in addition to those they already have under the Work-Study Program. This would severely reduce the time they have available for academic and extra-curricular activities.

Up to now, Middlebury has had no special scholarships for minority students. However, the Minority Alumnae/i Association is collecting funds for an annual award to an outstanding minority student. We applaud this effort and urge the College to set aside funds for scholarships to be awarded to minority students on the basis of merit. We believe that this would underline Middlebury's commitment to minority education and be useful in recruiting minority students.

Since the College hired a minority Assistant Director of Admissions, he or she has been expected to do almost all of the minority recruiting. This obviously limits the number of candidates. In the expanded efforts to recruit minority students we recommend that non-minority Admissions personnel spend more time recruiting minorities. The Director of Admissions should make it absolutely clear that recruiting minorities is the responsibility of his entire staff. We also believe that the effectiveness of its non-minority members would be greatly increased by an orientation program that would alert everyone in the Office who deals with prospective candidates to the needs and interests of minority applicants. To inform new personnel and to refresh the perceptions of those who remain on the staff, this program should be repeated annually.

We also recommend that the Admisisons Office do away with the term "minority/poverty" to classify all black and Hispanic applicants. Not only is it demeaning, but it is no longer relevant because an increasing number of our minority matriculants have middle-class backgrounds. Some minority applicants do not want to be so identified and we therefore recommend an addition to our admissions application asking students if they wish to be given special consideration as minority candidates.

We also believe that the Admissions Office should get to know as much as possible about minority applicants. This means more use of high school guidance counselors, alumnae/i interviews, the continuation of the Black Cultural Weekend and the inclusion of all successful

minority applicants in the enrollment weekend for accepted students in the spring. The minority applicant pool seems to be changing significantly every few years and knowing the group prior to their entering in the fall will enable the Deans to respond more effectively to their social and academic needs.

Special Freshman Remedial Program in Reading, Writing and Mathematics Skills During the Academic Year

The College implemented this King Committee Recommendation in 1969-1970. The King Committee viewed its recommendation for what became the Interdepartmental (ID) Program as an experimental effort open to all students that should have a specially appointed director and a four-credit curriculum--two credits in the fall semester and one each during the Winter Term and in the spring. While the College accepted the idea of four credit courses, they were limited to minority students from the start. After four years, the program was reduced to one credit in the fall and one in the spring and its emphasis changed to a focus on composition. In 1978 it was reduced further to the fall term. This course (listed as ID 100 in the College Catalog) has never had more than ten students who were minority students. Last fall with the new Pre-Enrollment Program, the course was finally opened to all matriculants the College thought needed it. The Dean of Students' Office believes that it is successful in its present form and we found no significant student disagreement.

Make a Special Effort to Employ Minority Faculty Members

The College hired its first minority faculty member in 1973, but this appears to have been fortuitous. The department in question, Music, was looking for a specialist in ethno-musicology and the most qualified applicant happened to be black. Since then, three more minority instructors and professors have been hired. At the time of the completion of this Report, only one remains. The College made a special effort to recruit two of them--for the History and American Literature departments--while the third, like the first, was the best of the candidates and was a minority member by accident, as it were.

The Committee believes that the College's experience in hiring minority faculty members contains several lessons. First of all, there is some truth to our standard college defense that it is difficult to hire minority faculty because of our relative isolation and the lack of a supporting minority community. Also, it is often difficult to tell from a resume whether or not a candidate is a member of a minority group. It is also generally true that the number of potential minority faculty candidates, i.e., near Ph.D.s or recent Ph.D.s, is small.

A second lesson is that, despite this, qualified candidates are available if one looks long and hard enough--and if the College is willing to offer more attractive incentives to get them here.

A third lesson is that the College must move further toward the center of the marketplace by establishing and increasing its contacts

with graduate schools likely to produce potential minority faculty members--if possible, by personal visits by high-ranking Administrators--and by urging department chairmen and their departmental colleagues to make more use of their informal network of friends. It also seems clear to us that the College should have closer contact with minority and non-minority professional associations.

The fourth lesson--given the admitted difficulty in attracting permanent minority faculty members--is that the College should employ minority faculty as leave replacements, summer school and Winter Term faculty members and as visiting lecturers, e.g., John Hope Franklin, the 1981 Fulton lecturer.

Finally, the President and Senior Administration officials should make an annual statement which reaffirms the College's commitment to hiring minority faculty members. Without emphasis and direction from the President, any effort to increase the number of minority faculty members is bound to fail.

Examination of the College Curriculum with particular emphasis on Race, Poverty and the Urban Crisis and the Addition of New Courses where necessary

The King Committee found the College Curriculum in 1968 to be "dominantly white," recommended that "departments--particularly History, Sociology-Anthropology, Political Science, Economics, American Literature, English and Religion--examine their course offerings in appropriate areas . . . " and suggested "that aspects of race, poverty and the urban crisis be made specific and noted parts of extant courses and that new courses be introduced where necessary." Eight months later at the start of the next academic year, the Dean of the College distributed a memorandum entitled, "Afro-American Studies in the Regular Middlebury Curriculum."

At the time, four American Literature courses contained minority materials. The "American Novel" syllabus included Invisible Man; James Baldwin's Notes of a Native Son was required reading in "American Biography," which in previous years, had contained a term paper assignment on the autobiographies of Booker T. Washington and Frederick Douglass; "American Literature and Short Story" treated the handling of black characters in the novels and short stories of white American writers; and finally, the "Folklore and Mythology" course discussed black folklore in America and Africa.

The Economics department offered a course in "Labor Problems" that dealt in part with employment problems faced by minorities and also a course in the "Economics of Development" which included a discussion of African countries.

The History department offered only one course, initiated, one assumes, as a result of the King Committee recommendations, that dealt specifically with the black situation in America. Other courses in this department--two in African history, one on imperialism, one on

historiography and, as one would expect, in American History, dealing with minorities only tangentially. In addition, juniors and seniors could write their theses on African topics and Africa made up one of the four fields of study for the comprehensive examinations.

The Political Science department offered no courses dealing exclusively with minority problems, but had one, "American Government," that contained a section on black Americans and three that discussed Africa: "American Foreign Policy," "Contemporary International Politics," and "The Politics of Developing Areas."

The Sociology-Anthropology department offered one course on majority-minority relations in America and another on African cultures and societies.

Perhaps because all the departments did not respond to the Dean's request for information, no minority-related courses were listed for either English or Religion. Some departments that were not included, however, wrote that they had courses containing minority-related materials. The Art department, for example, noted that it discussed African art in "The Will to Abstraction" while the Geography department pointed out that it offered "The Geography of Africa" and that African materials and examples were an important part of the year-long "World Regional Geography" course and in "Economic Geography" and "Political Geography." In addition, the "Geography of Anglo-America" discussed the urban crisis in the United States with particular attention to the black situation there.

Finally, the Teacher Education department noted that one of its courses, "Problems and Methods of Education--Secondary," spent a week discussing a book about black education in public schools and that one of its seminars, "History of American Education," assigned readings that dealt with the black situation in America.

There has been some progress in the addition of minority-related materials to our curriculum, but, we believe, not enough. As our Recommendations show, we have made two general suggestions:

- An increase in the offerings of specific departments; and
- The addition of a "Minority Studies" concentration.

The American Literature department offers a course in black literature every other year. We realize that the freeze on faculty hiring makes it difficult to expand departmental offerings, but a yearly course in black literature is essential to a well-rounded curriculum, and more specifically, would be an important part of the proposed Minority Studies concentration.

The Art department questions the validity of studying "black art" separately. We agree that art should not be studied along racial lines, but suggest that the contributions of black artists have been overlooked in Art department courses. The department has offered courses in African

art in the past, usually in the Winter Term--twice within the past six years.

The Economics department has a strong interest in black-related materials. Some 15 of its 32 courses concentrate on applied economics. Among them six specifically address black issues: "Urban Economics," "Economics of Urban Problems," "Radical Economics," "Labor Economics," "Inequality and Poverty," and "Public Finance." The first gives particular attention to the economic status of black Americans. Our principal suggestion here is that these materials be included in introductory level courses. They are too important a part of national American economic life to be ignored.

The French department seems the most committed of all to exposing students to black cultures. It has included materials from Francophonic Africa and from other parts of the French-speaking Third World in its courses for some years. In addition, the department has sponsored Francophonic African films for the last several years. Typical of its interest was the offering of a Winter Term course in English translations of Francophonic African literature. Probably because the listing in the Winter Term Catalog failed to make it clear that it would be offered in English rather than French, too few students signed up for it to be held.

The History department's commitment to Black Studies remains similar to what it was in 1969 with the significant exception that courses covering recent American history contain more minority-related materials than before. In fact, six of the 12 courses in American History address minority issues. Despite this, we believe that the department should include more works by black historians where appropriate. The department has both expanded and reduced its African offerings. In addition to the two African survey courses offered in 1969, there is now an African reading seminar in the fall and a seminar on imperialism in the spring that deals with Africa. At the same time, the department has dropped its comprehensive examination requirement so, while students may write a thesis about Africa and do independent research projects on it, it is no longer one of the four fields of study for the "comps."

The Music department has offered courses in jazz and ethnomusicology, but not regularly. There is strong student interest not only in jazz, but in Blues and gospel music and we suggest that the appropriate music courses devote more time to them. We also suggest offering an ethno-musicology course at least every other year. Finally, here, student and community response and enthusiasm for the visits of Merce Cunningham and the Elysian Trio convince us that a jazz or Blues artist in residence would be at least as successful. We strongly urge the College to seek funds for this.

Like the American Literature, Economics, French and History departments, the Political Science department has increased its commitment to minority concerns substantially since 1969. Four out of nine courses now dealing with American political institutions discuss minority concerns, as will a new offering next spring semester, "The Politics of

American Urban Areas." We believe, however, that more courses in the department could do so. For example, "Political Parties and Interest Groups" could focus on minority political organizations while "The Politics of the U.S. Congress" could discuss the importance of minority votes in local and national elections. Despite the restrictions on increasing of staff, we would urge the addition of a course on the minority experience in American politics.

The Psychology department was not listed in the 1969 Report apparently because none of its courses dealt with minority matters. With the recent addition of a social psychologist to the staff, there has been a welcome change. The department's survey course includes a section on prejudice and two other courses, "Social Behavior" and "Personality Psychology" discuss racism and racial differences in behavior.

The Religion department currently has two courses that deal with minority religions, one a seminar on "American Religious History," the other a lecture course, "Modern Views of God and Religious Life: The Twentieth Century." While again realizing the limitations that a staff freeze put on departments, we recommend the creation of a course devoted to the study of black religious thought which would be an important part of the "black" track of the Minority Studies concentration.

The Sociology-Anthropology department has increased its coverage of minority matters since 1969, addressing particularly the black situation in America in several courses. In "The Evolution of Man and Prehistoric Cultures," race is considered as a biological factor in physical variations among men. Several courses, "Sociology of the Family," "Sociology of Inequality," "Sociology of Education," "Sociology of Medicine," and "Sociology of Women," deal with race (along with sex and class) as a major sociological variable. The course in ethnic groups, "Ethnic Groups in the United States," covers several social groups, blacks, Mexican-Americans, Japanese Americans, Jewish Americans, for example. The course on contemporary Latin America, "Latin American Culture and Society," deals with Chicanos and Puerto Rican Americans in the context of dominant themes in Latin culture. Finally, several courses, "Perspectives of American Society and Culture," "American Community Studies," "Sociology of Youth," "Work, Leisure, and Sport," devote at least a week or two to black- and other minority-related topics and issues.

Spanish was one of the departments omitted from the 1969 Report, yet we found that the Spanish department had and still has a strong commitment to Latin American culture. In fact, two of its departmental complement of four are Latin Americanists. Their courses are taught in Spanish, however, and therefore do not reach as wide an audience as we believe they should. We suggest that the Spanish department follow the lead of the French and Russian departments and offer one or two of these courses in English.

Professors involved in Theater, Dance and Film acknowledge the contribution of minority performers and writers to their discipline. Among the Theater courses only one, "American Drama," which is not

offered annually, could deal specifically with plays written by blacks, but in the past, it has paid them little attention. The department chairman acknowledges this and has promised to reexamine its syllabus. We are glad to report that the course in "Dance History" uses the works of black choreographers and dancers.

It goes without saying that the Library is the backbone of any college or university academic program. We are fortunate indeed to have a concerned, able and energetic librarian who is deeply concerned about the adequacy of the minority materials here. He has taken steps to try to increase them both through acquisitions and by working closely with Black Student Union officers in developing the BSU's own library holdings and those of the College that deal with minority matters.

A Summer Remedial Program for Educationally Disadvantaged Freshmen

The College started a "summer orientation program" in 1969, the purpose of which was to provide remedial help in composition and mathematics for incoming minority freshmen the Admissions department thought needed help. There was a second category of student for whom the Program was recommended, but not required. The members of the Dean of Students staff who, with student assistance, ran the Program believed that it had a social aim as well; that is, minority students were supposed to form a network of friendships before the academic year began. Accordingly, there was an emphasis on social interraction that included outings during the weekends--one, for instance, to Montreal--and housing of the program participants in the same place.

The Assistant Dean of Students responsible for Minority Affairs supervised the Program which was staffed by College faculty (in one case by a faculty member's wife) and minority students who had been through the Program before. The value of this sort of minority orientation had been debated for some time among New England colleges. Some found it successful--others, like Amherst, had tried the Program and then dropped it briefly, believing it to be discriminatory. Student pressure, however, made Amherst change its policy and now the Program continues, albeit in a shortened form.

Students and staff here believed our Program to be successful and necessary and only questioned its limitation to minority students. After lengthy discussions during the 1980-81 academic year, it was decided to open the Program to all incoming freshmen. Eight minority students and fourteen non-minority students attended and, by all accounts, the experiment was successful, so much so that we recommend the College make the Pre-Enrollment Program a permanent part of the annual College calendar so that proper living and classroom space could be planned for and therefore assured. Each year there seems to be greater pressure for classroom space in the summer schools with the result that last year the Pre-Enrollment Program was consigned to the snack bar in the SDUs.

During the 1980-81 discussions that led to the Pre-Enrollment Program, there was some discussion of its length. Many past participants

thought it was too short. Some institutions, Duke University, for example, have a six-week orientation program. While this was appealing in principle, it was decided to retain the three-week format for three main reasons: the difficulty of obtaining adequate classroom space because of the Summer Language Schools, the need of many potential enrollees in the Program to earn as much money as they could during the summer, and the possible absence during much of the summer of faculty members who would be best for the Program. In addition, experience had shown that while double the time would obviously have provided students with a sounder academic base, three weeks, combined with a remedial writing course in the Fall and Spring, was adequate. There was also a concern that, because of the relatively short time between the end of the Pre-Enrollment Program and the beginning of Freshman Week, students in a six-week Program would have what would amount to an 18-week Fall semester. While the three-week format is adequate for our Program needs, the addition of three days would provide time for faculty-student consulations on academic performance and to make course recommendations for the Fall semester.

The two aims of the Pre-Enrollment Program are to assess students' competence in grammar-composition and in mathematics and to prepare them for college level academic work through participation in four brief but intensive courses: mathematics--linear algebra; effective writing--grammar and composition; study skills; and an interdisciplinary "seminar" based on the lecture/discussion format of courses offered during the regular academic year.

Students who have shown a need to work more on their writing are encouraged to enroll in a basic writing course offered in the Fall and Spring semesters. The Mathematics department can provide tutoring for those who did poorly in the linear algebra part of the Program.

The Program cost $11,000 in 1981, half of which consisted of board charges. It was well worth the price.

We believe that the Pre-Enrollment Program is such an important part of the College curriculum that it should be evaluated annually by its participants under the direction of the Dean of the College who will report the results of the evaluation to the faculty as early in the fall as is possible.

Broader Representation on the Board of Trustees

The last two recommendations of the King Committee urged first "a wider spectrum of society" on the Board of Trustees. We heartily agree with this and note that since the publication of the King Report, there has been one minority Trustee, who represented the minority Alumnae/i. We believe that there are other qualified minority alumnae/i who would be productive members of our Board and urge the Administration and the Trustees to add them to it.

Increased College participation on specific minority programs

The final recommendation was for three "bridge" programs. First, an affiliation with the A Better Chance (ABC) Program, which the College did not make. Second, college funding for the student-run Youth Opportunities Unlimited (Y.O.U.) Program which brought disadvantaged high school boys from urban areas to Middlebury for six weeks to increase their academic and social skills. The program was administered by an outside director with the assistance of Middlebury students. It ceased to function in 1976. Third, the King Committee recommended a Vermont post-high school academy for disadvantaged students to be run by a consortium that would include the University of Vermont, Middlebury, and other higher educational institutions in the State. After some consideration, this idea was dropped.

Minority Student Life Today

There remains a crucially important issue of Minority Student Life at Middlebury. The principal organization here is the Black Student Union (BSU). It has some 35 members who organize a wide range of activities both for themselves and for the College community. It has its own space in Adirondack House which includes a library, some study rooms, a small art room and an office. As with other student organizations, the vitality of the BSU depends on its leadership. Recently, it has been an active group.

There is little minority participation in the other principal student organizations--The Campus (the editor of The Campus four years ago was black--a rarity--and there has been talk of a BSU column), WRMC, MCAB, the Mountain Club, and Winter Carnival--primarily because minority students tend to see these organizations as "white". This came out clearly during the Committee's discussions and from the answers to an eight-question survey on minority student life distributed on a random basis to minority and non-minority students.

Both minority and non-minority students believe that the former experience special difficulties attending Middlebury because it is a predominantly white college. Minority students listed adjustment problems: different backgrounds, dating difficulties, academic insecurities, a lack of role models, a feeling of alienation and subtle, if often unintentional, racism. In addition, almost all the minority students believed they were not involved in the mainstream of campus life. Reasons cited for this depressing conclusion were that white students were narrow-minded and did not appear to welcome minority involvement in their social activities. Other reasons cited for this exclusion were cultural differences, an unspoken hostility between the two groups, and the small number of minority students.

Students were asked if they had ever been involved in an incident in Middlebury where race was a factor. Most minority and non-minority students said they had not, but both groups could identify racial incidents they had witnessed--incidents here being largely ones of attitude rather than specific flare-ups. It's important to note that most of the students had not experienced a racially unpleasant episode here.

Students were then asked if they thought that minority students felt uncomfortable around white students and faculty. Here again, there was general agreement in the affirmative among both groups of respondents, although several students commented that this depended on the individual student.

For the reverse, namely whether white students and faculty were uncomfortable around minority students, the results were predictable. The majority of non-minority students answered, "Yes" and more minority students answered, "No" than in the affirmative. It should be noted, however, that there were several answers in between. Some differentiated between faculty and students; others simply weren't sure.

Students were then asked what purpose they thought the BSU served the College community. Interestingly enough, both groups believed that it fostered a sense of unity among the minority community and added cultural diversity to the College. Several white students added that they thought the BSU provided academic and emotional support for minority students here. The one negative comment was among the non-minority students--a few of whom believed the BSU was harmful to the community because it segregated black from white. In sum, the general response was positive.

There was less agreement about the extent of the College community's support for the BSU. Just over half the minority students believed that the College showed support for the BSU and the general idea behind it by backing it financially. Just under half of the minority responses were emphatically in the negative. Typical responses were that the BSU is misunderstood and ignored, that white students avoid its cultural and social events and do not even think the College should support it as a student activity. There was also the feeling that the Administration found BSU's presence an annoyance. On balance, the answer to this question was negative.

Finally, the students were asked if they thought the College community was sincere in its expressed desire to enroll minority students. Most of the non-minority students answered, "Yes," with some commenting on the difficulty of attracting qualified minority students to a rural college in northern New England. One or two, however, believed that the College's interest in the presence of minority students here stemmed more from a desire to have a good public image than to any philosophical commitment. Among minority students, there was, at best, lukewarm support for the College. Most students said that the College was not sincere, while others believed it was so only to a point--"superficially so," as

one said. One or two, however, believed the College was, in fact, genuine in its desire and effort to enroll minority students. Overall, students were dubious of the College's sincerity.

The Committee discussed minority/non-minority relations at Middlebury at considerable length. We concluded that most minority students believe that relationships with non-minority students were, as one said, "fairly stable" although too often guarded and cautious with not enough interaction. Minority students were unanimous in their expression of the need for more minority faculty and administrators. We were pleased to learn that the overwhelming majority of the faculty were considered to be unprejudiced. As several minority students said, "On the whole, relations are pretty good. Faculty care for you here."

The Committee did discover one disturbing exception to this. We were told that for the past ten years or so many of the black students at Middlebury have stayed away from varsity athletics. This problem appears most acutely on the football team in part because it is the sport that attracts most of our minority student athletes. Similar problems have occurred on the basketball and tennis teams.

The pattern has been that after a short stay on an athletic team, the students have quit in anger and frustration. The Committee calls attention to this pattern because of its recurrent nature. We are concerned that the minority students who come to Middlebury, many of whom have participated extensively in athletics in high school, do not feel comfortable doing so here.

We urge the Athletic Department to recognize this problem and to make efforts to eliminate it by encouraging minority student participation. This is not to imply favoritism, but we believe that the coaches should be aware that differences often do exist between their minority and non-minority players and we urge them to be sensitive to them.

As one can imagine, almost without exception, minority students feel alienated from and defensive about the Town community because of its almost complete "whiteness." Fortunately, the main attitude that issues from the Town is one of indifference. As one student said, "The 'Townies' are still trying to figure us out."

RECOMMENDATIONS

There should be ongoing monitoring of minority student life. This will not be successful unless the President and members of his staff revitalize it annually on the basis that racism in any form is intolerable. The Provost and the Dean of the College should be in charge of assuring the College's annual recommitment to minority concerns and submit an annual report to the President which would be distributed to the College community.

The Administration with whatever outside help is necessary, should heighten the College community's awareness of the minority situation here through orientation programs for all College employees--administrators, faculty and academic and non-academic staff.

Minority Student Recruitment and Financial Aid

The College must reaffirm its commitment to enrolling minority students--both those who match and those who fall somewhat short of the typical student profile. It should expend more energy and funds and use more people to do so. In addition, it should undertake a survey of attrition among minority students here since the effort to recruit minority students began. This would include the number of minority students applying, the percentage of acceptances, the SAT/High School performance of minorities, non-minorities, and "special admits," the academic performance of minority students and their drop-out percentage compared to other students.

The College's membership in the New England Consortium of Black Admissions Counselors is extremely important and should be continued. The College should investigate the possibility of joining similar organizations that could be helpful in recruiting minority students.

The College must expand its recruiting efforts by:

1. Intensifying and systematizing efforts to use Alumnae/i Admissions Committees and Summer School faculty and students;

2. Continuing to use Middlebury students to help with minority recruiting;

3. Contacting black social groups (e.g., Jack and Jill) about possible candidates; and

4. Inviting high school counselors to Middlebury on an annual basis with all their expenses paid.

In examining the various criteria for admissions--curriculum, grades, class rank, motivation and SATs and Achievement Tests--the College should view the last two as a function of each student's socio-economic and educational background (Amherst has gone so far as to announce this as a change in its admissions policy). Student motivation should still be the most important criterion. In addition, the College should:

1. Do away with "minority/poverty" classifications for black and Hispanic applicants.

2. Add a question to our application forms asking applicants if they wish to be given specific consideration as minority students to avoid inadvertently including prospective students in the minority group who do not wish to be given special admissions consideration.

3. Obtain more personal information through high school guidance counselors or alumnae/i contacts for each minority student who has decided to come to Middlebury. This will ease the transition into life here.

The Admissions Office should also:

1. Continue to publish the minority student pamphlet. However, it should be updated every two years and should be circulated as widely as possible: to high school and guidance counselors--using our present contacts, alumnae/i, parents, and faculty contacts as well as private counseling firms, corporations and foundations.

2. Be sensitive to the interests of minority students at Middlebury in the making of any new recruiting film.

3. Hold an orientation program for the present Admissions staff (including the Director) and any new members that would alert them to the needs and interests of prospective minority applicants. This should be repeated every two years.

4. Encourage non-minority Admissions personnel to spend more time recruiting minorities. It should be made clear that recruiting minorities is the responsibility of <u>all</u> the Admissions staff, not just that of the minority staff member(s).

5. Interview minority candidates whenever possible either on campus or with an alumnae/i representative.

6. Continue to employ a minimum of one minority representative as an Admissions staff member (i.e., as an Assistant Director of Admissions or higher position). This should not preclude the hiring of another minority person should a vacancy occur.

The College must also increase the minority financial aid budget--to keep up with ever-increasing costs and to enroll more minority students. In addition, it should:

1. Continue to maintain a separate financial aid budget for minority students;

2. Create specific minority scholarships (cf. Colby College's Ralph Bunch Scholarships); and

3. Be aware of the financial situation of minority students in establishing a breakdown between loans and grants. The point here is to avoid burdening a minority student with a large loan or with other financial obligations that will require him or her to work many hours a week to stay afloat financially.

Finally, the College should continue to hold the annual minority weekend in January and should invite all minority students to the campus enrollment day in the spring.

Pre-Enrollment Program

The College should make this a permament part of the annual calendar, scheduling it for three and a half weeks to end on Friday before "Freshman Week" each year. Adequate teaching and living space should be reserved for this Program annually; summer school plans and logistics should accommodate it. In addition:

1. The Program should be extended to three and a half weeks to allow faculty evaluation and conseling of students.

2. This Program should continue to be open to all members of the incoming Freshman class.

3. Student assistants should be academically proficient and ethnically mixed.

4. The role of the student advisers should be expanded and planning with them should begin earlier than it did in 1981-82.

5. There should be stronger integration among the various components of the Pre-Enrollment Program. For example, emphasis on note-taking during the lectures could be related to the Study Skills course and, if a short research paper is required, the writing skills teacher could check students' grammar and style. In addition, student assistants could check the students' lecture notes for clarity and organization.

6. A minimum of four hours homework per day should be assigned in all courses.

7. No changes should be made in the structure of the math component. The introductory probability course presented in the past should not be offered again.

8. The Study Skills component of the Program should be continued but with a different direction--probably that of Learning Skills, Inc.

9. A course or course section focusing on analytical writing should be added to the Program.

10. Typing instruction should be offered on an optional basis.

11. The outings should be continued. They provide a welcome change of pace and also the chance for students to get to know one another.

12. Grants should be available for financial aid students and they should again be allowed a reduction in their summer "self-help" requirement. Others should have to pay for their books and board.

Seminar Component

1. This component should be continued with not more than three disciplines covered. A theme should connect them.

    - The staff for the seminar should be hired early in the spring semester and previous staff and participants in the Program should be asked for suggestions.

    - One of the professors should be designated the coordinator of the seminar, responsible for developing the basic theme for it.

    - Student assistants with knowledge of the subject matter of the seminar should be recruited.

2. Each week there should be a small (12-14 students) discussion session.

3. Lectures and discussions should be held in appropriate classrooms--not, as in 1981, in spaces like the Zeppelin.

4. There should be a final exam or paper covering all three weeks.

Finally, the Director of the Pre-Enrollment Program should evaluate it annually and submit the report to the Dean of the College, who, in

turn, will report to the faculty at the earliest possible faculty meeting in the fall.

Minority Faculty Recruitment

The President and Senior Administration officials should give top priority to the hiring of minority faculty members. In addition, the President should restate annually the College's commitment to hiring minority faculty members. The College should:

1. Make sure that appropriate administrators conduct annual sessions, preferably early in the fall semester, with department chairpersons regarding their plans to recruit minority faculty.

2. Immediately, start a program of visiting minority professors: for Winter Term, a single semester or for the full academic year. The College could recruit more than one minority faculty member for, say, a Winter Term course. This would provide an opportunity for the Institution and the potential candidate to get to know one another.

3. Hire minority faculty as leave replacements and as summer school faculty members--starting the next academic year.

4. Make minority appointments more appealing to prospective candidates by allowing reduced teaching loads for minority faculty fresh from Graduate School who had not completed their dissertations.

5. Authorize an above-complement addition for minority appointments.

6. Immediately, establish a lecture series, centering on an interdisciplinary theme, that would be staffed by visiting minority professors. Foundation or other outside funding could be sought for this program and for full-time visiting minority faculty. The College should be prepared to offer a higher salary to minority faculty members--despite the local political problems involved.

7. Establish faculty exchange programs with appropriate black colleges and universities.

8. Establish and maintain contacts with graduate departments at the major black universities, e.g., Atlanta University and Howard University as well as using minority publications--e.g., The Black Scholar--as recruiting tools.

9. Establish permanent contact with various professional black academic associations, e.g., Association of Black Economists, Association of Black Historians.

10. Be represented in the New England Black Studies Conference through the membership of a faculty member or appropriate Dean.

11. Obtain new minority Ph.D. lists from national professional associations.

12. Inform department chairpersons to alert their departmental colleagues--and if possible those in other departments--to use their contacts to obtain the names of qualified minority candidates.

13. Have senior administrators make recruiting tours of the major universities.

Curriculum

The College should add a Minority Studies concentration to the curriculum. This would have a "core" of "Ethnic Groups in the United States" and two tracks, one black and the other Hispanic, consisting of three courses each. The first would concentrate on the black experience and would be composed of two terms of black history plus courses in African history, black literature, ethno-musicology, translations of Francophonic African literature and courses including materials on African art, black American religion and minority psychological issues in America. The Hispanic track would include courses on Latin American culture and society, native peoples of South America and Latin American and Spanish literature in translation. The Committee had further recommendations in specific departments as follows:

American Literature

- A black literature course should be taught every year.

Art

- Black art should not be studied as a separate movement, but black artists should be included in the studies of American art.
- In addition, "Ancient Art" should include studies of African art.
- The Winter Term course in African art should be offered more regularly.

Economics

- The Economics department should sustain its commitment to black-related course material, continuing to offer two courses, "Urban Economics" and "Inequality and Poverty" which deal specifically with black concerns.

- Materials relating to the black economic situation in America should be included in Introductory level courses.

French

- The department should continue its emphasis on Francophonic African materials both in film and in literature. It should offer more courses like last Winter Term's abortive "Francophonic African Literature in Translation"--and give them adequate publicity.

History

- The History department should include more American history materials written by black historians.

- The department should offer two black history courses. To relieve pressure on the staff, these could be taught in alternate years.

Music

- The department should offer a course in ethno-musicology.

- The department should include more coverage of blues, gospel and jazz in its course offerings. There should be a jazz performer, e.g., the visits of the Elysian Trio and John Cage. In addition, outside instruction in jazz should be available to students.

Political Science

- The department could strengthen its commitment to minority-related course materials with a course that would examine the attempts of black Americans to affect American political processes.

- Minority political concerns could be added to courses like "Political Parties and Interest Groups" and "The Politics of the U.S. Congress."

Psychology

- The department should add more materials relating to minority psychological issues in America to the appropriate courses.

Religion

- Materials dealing with black religious thought should be added to departmental offerings. If the department has sufficient staff, a course on the American religious life should be added that would deal with minority religions.

Sociology-Anthropology

- This department should maintain and, if possible, increase, its current level of commitment to the study of minority-related issues.

Spanish

- Courses on Hispanic culture and literature should be offered in English.

Theater/Dance/Film

- "American Drama," which is not an annual offering, should contain materials by black playwrights.

Library

- The College Library should obtain bibliographies from other colleges and universities that have Black Studies Programs to make sure that Middlebury has at least the basic bibliographic materials in Black Studies.

- The Library staff should continue to work closely with the students in charge of the BSU Library, helping them in purchasing, assisting them to avoid duplication, and in making materials in the BSU Library available to all students.

- Black Studies holdings, especially those in Art, Music, the Performing Arts and Psychology, should be increased. Black Studies holdings in all areas should be kept as current as possible.

- Departments should be urged to prepare minority bibliographies. Department heads should put a professor in charge of this who will have the responsibility of seeing that minority aspects of the particular discipline were adequately represented in Library acquisitions during the year.

- The President should appoint a senior faculty member to work with the Librarian to oversee the various departmental acquisition programs.

Minority Student Life

We recommend that the College initiate and support an annual orientation for faculty (as well as Administrative departments, including Building and Grounds, Campus Security, Food Services, and Health Services) about minority student life at Middlebury. There should be an annual report about the previous year's program given at one of the earliest faculty meetings in the fall semester.

Black Student Union (BSU)

The BSU should:

1. Have two advisers, one from the Dean of Students Office plus one faculty adviser and should review its purpose and programs with these two advisers at the start of each academic year.

2. Work with the Dean of Students Office and established College programs (such as the Counseling Service, CC&P, and department heads) to establish a support network for minority students.

3. With the College, seek foundation and other outside funding for minority cultural events.

4. Give more publicity to its interests and objectives. It should advertise in The Campus and on WRMC and seek to reach the student body through other forms of communication and maintain communication with the major student organizations to attract their support, and work with MCAB, Winter Carnival and other organizations that plan activities for the entire campus. And it should continue to co-sponsor as many events as possible.

5. Address the problem of race relations in its speakers and films.

The Dean of Students Office:

1. Must make sure that orientation for Junior Counselors and House Directors contains a discussion of the minority situation at Middlebury. Former JCs and House Directors should share their experiences with their successors during this orientation. In addition, there should be an ongoing program of student awareness of minority issues through student workshops in the dormitory. The Dean of Students Office with the Counseling Service would coordinate this.

2. Should seek, through interviews and the use of student advisers, Junior Counselors and House Directors, to obtain early identification of any academic or personal problems among minority students, especially freshmen and "risk" students.

Minority Alumnae/i

With the help of the Development Office, a committee composed of the BSU President, Minority Alumni Association members and Development Office representatives should be created which would locate minority alumnae/i and identify their interests. To help develop this alumnae/i group, the Committee further recommends that:

1. An article in the College Newsletter ask minority alumnae/i to contact the Development Office.

2. Gatherings should be planned for Alumnae/i in Boston, New York and Washington, D.C.

3. Prominant alumnae/i be used to strengthen the Minority Alumni Association and the minority development effort.

4. Minority alumnae/i be used for student and faculty recruiting, placement, and counseling.